PERCEPTION OF STUDENT TEACHER'S ON NEP 2020 OF SELF FINANCING TEACHER TRAINING INSTITUTIONS OF DARBHANGA DISTRICT

A SYNOPSIS

Sumitted for Phd. in Education

Faculty of Education

Lalit Narayan Mithila University, Darbhanga,Bihar

Research scholar

Mamta Rajendra Mandal

Roll no-20

PAT Roll no-E2206027

PAT: 2021-2022

Superviser

Dr. Kumari Namrata

Assistant Professor

Fakruddin Ali Ahmad Teacher's Training College, Darbhanga, Bihar.

Perception of Student teacher's on NEP 2020 of self financing teacher training institutions of Darbhanga district

1.1 Introduction

The National Education Policy (NEP) 2020 is a comprehensive framework aimed at transforming the education system in India. It was introduced by the Government of India with the objective of addressing the evolving needs and challenges of the country's educational landscape. The policy encompasses various reforms and initiatives that aim to promote holistic development, equitable access, quality education, and a learner-centric approach.

The NEP 2020 envisions a shift towards a more inclusive and flexible education system that focuses on the overall development of students, emphasizes skill-building, and encourages critical thinking and creativity.

It emphasizes the integration of technology, the promotion of multi-disciplinary learning, and the nurturing of an environment that fosters innovation and research. As the NEP 2020 sets the stage for significant changes in the education system, it is crucial to assess the perception levels and understanding of students regarding the policy.

Understanding the level of perception, sources of information, and perceptions of students towards NEP 2020 is essential for effective implementation and ensuring that students actively engage with the policy. This research aims to examine the perception levels, sources of information, understanding, perceptions, and engagement of students in India regarding NEP 2020. The findings of this study will provide valuable insights for policymakers, educational institutions, and stakeholders to enhance student perception and involvement in the implementation of NEP 2020.

The National Education Policy (NEP) 2020 is a comprehensive framework that aims to transform the education system in India. It introduces several key features and reforms with the goal of providing equitable and quality education for all students.

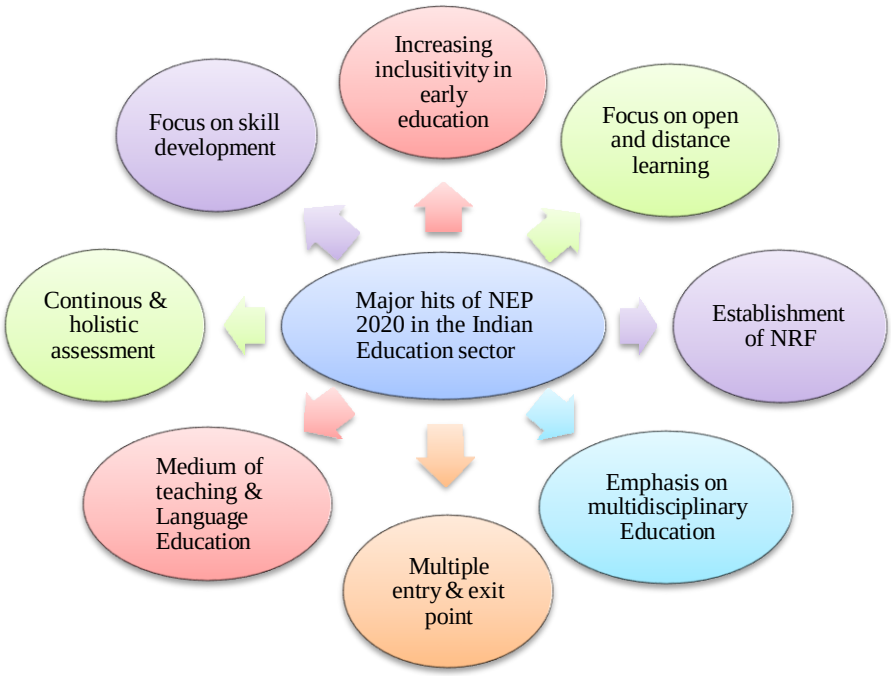
Increasing inclusitivity in early education
Focus on skill development
Focus on open and distance learning
Continous & holistic assessment
Major hits of NEP 2020 in the Indian Education sector
Establishment of NRF
Medium of teaching & Language Education
Emphasis on multidisciplinary Education
Multiple entry & exit point

Figure 1: Major hits of NEP 2020 in the Indian Education Sector

The Key Features and Reforms of NEP 2020:

- Holistic and Multidisciplinary Education: NEP 2020 emphasizes a shift from a rote-based learning approach to a more holistic and multidisciplinary education system. It promotes the integration of arts, sports, vocational skills, and other co-curricular activities into the curriculum to foster overall development and critical thinking among students.
- Foundational Literacy and Numeracy: NEP 2020 focuses on ensuring that every student achieves foundational literacy and numeracy skills by the appropriate grade level. It emphasizes early childhood care and education, with a strong emphasis on foundational learning in the early years.
- Flexibility and Choice: The policy provides flexibility and choice to students in terms of subject selection, vocational education, and the choice of learning pathways. It encourages students to pursue a combination of academic and vocational subjects based on their interests and aptitudes.

- Technology Integration: NEP 2020 recognizes the importance of technology in education and advocates for the integration of technology in teaching and learning processes. It aims to enhance digital literacy and promote the use of digital tools and resources for effective learning outcomes.
- Teacher Training and Professional Development: The policy emphasizes the need for continuous teacher training and professional development to enhance the quality of education. It promotes the use of innovative pedagogical practices and encourages teachers to adopt learner-centric and inclusive teaching methods.

1.2 Review of Literature

Kaur, Sonpreet (2021). World-class ancient Indian institutions like Takshashila, Nalanda, Vikramshila, and Vallabhi established the highest standards of transdisciplinary teaching and research and attracted academics and students from all over the world to study and teach there. The study gave an outline of NEP 2020. It emphasized the reasons for the necessity for a new policy and the arguments put up by the administration in support of NEP 2020's adoption. The majority of the chapter was devoted to schooling.

Kalyani and Pawan (2020). The future of a country and the fate of its people are largely determined by the quality of its educational system. It will have a long-term effect on the nation's and citizens' growth and development. In today's world, education's significance and relevance are indisputable. There has been a lot of progress and development since the country gained independence. This is the third time in 34 years that the Indian government is changing the way we learn. The new National Education Policy 2020 proposes a wide range of measures that will have an impact on all stakeholders. National Education Policy 2020 and its consequences on stakeholders are examined in this study, as well as an attempt to raise perception of the policy's long-term impact by asking a series of questions on social media and evaluating the responses.

Maruthavanan, M. M. (2019). Teachers, teacher educators, administrators, and policymakers were given two months by the Government of India to submit their

thoughts on the National Education Policy (2019) draft. In this research Secondary school teachers in Madurai District were asked to participate in a survey on the National Education Policy (2019). As a result of this research, the researcher concludes that the degree of perception is below average. According to the variables Gender, Location Type, Type of Institution, years in service, and type of family, he discovers the perception.

P.S. Aithal & Shuhrajyotsna Aithal (2019). The research explains about the education policy and its importance for the progress of the society. It explains about different education policies of different countries and its importance.

Bele (2023), carried out of a research on "National Education Policy 2020: Challenges & Opportunities in Higher Education in India", The purpose of this paper was to analyze the potential and problems that India's National Education Policy 2020 presents for higher education. Researchers, academics, and policy makers will benefit from this paper's insight into the NEP policy.

Soni (2022), conducted research on "Challenges and issues in national education policy 2020", in this study the researcher discusses the essential areas that are still lacking, the complexity, and problems associated with implementing the numerous policies outlined in the National Education Policy 2020.

Smitha (2020), conducted research on "National education policy (NEP) 2020 - opportunities and challenges in teacher education", With regard to paradigm shifts in terms of opportunities and challenges in the teacher education sector, the current study helps to analyse National Education Policy 2020.

Reddy (2020), studied on "National Education Policy 2020 - Challenges and Opportunities on the Educational System", The creation of the Higher Education Commission of India, which will eventually take the role of the current regulatory agencies like the UGC or AICTE, is one of the NEP 2020's greatest selling points. It will create a single set of regulations for higher education institutions. The policy's long-term goal is to abolish the current structure of colleges that are linked with universities and merge numerous small, financially burdensome institutions with larger HEIs. The NEP 2020 seeks to close a number of deficiencies in India's educational system, and it is anticipated that this policy will help India meet the 2030 Sustainable Development Goal by ensuring comprehensive and equitable access to high-quality education.

Gupta and Mishra (2022) conducted a survey among class 12th students and found that a majority had limited perception of NEP 2020 and its implications. The study emphasized the need for targeted perception campaigns and educational initiatives to enhance student understanding.

Patel et al. (2021) investigated the perception of NEP 2020 among undergraduate students and reported a moderate level of perception. The study also identified variations in perception levels based on discipline and educational institutions. The findings highlighted the importance of integrating NEP 2020 concepts into undergraduate curriculum to enhance perception and implementation.

Reddy et al. (2022) surveyed postgraduate students and found that a majority had limited perception of NEP 2020. The study recommended the inclusion of NEP 2020-related topics in postgraduate programs to enhance perception and preparedness.

Kumar et al. (2023) explored the perception and perceptions of NEP 2020 among PhD scholars in selected disciplines. The study revealed a mixed level of perception, with some scholars having a comprehensive understanding, while others had limited perception. The study highlighted the need for targeted perception programs and research collaborations to enhance NEP 2020 implementation at the doctoral level.

Ms.Sujatha Ramesh, Dr. K. Natarajan (2020) they compared the NEP (2020) with the American Education system. The NEP permitted to switchover course like that USA. The flexible approaches are similar to that of the USA.

Nikil Govind (2020) Aithal P.S, Shybhrajyotsna Aithal (2020) they analyzed the strength and weakness of NEP 2020 and they recommended suggestions tofurther improvement.

1.3 Need And Importance The Study:

It is essential that all citizens of the nation be aware of the proposed modifications and major reforms mentioned in NEP 2020. The findings of the research will shed

light on the perception levels, sources of information, understanding, perceptions, and engagement of students regarding the National Education Policy (NEP) 2020. The study will give clear and accessible information about NEP 2020 to address misconceptions and concerns, fostering a positive perception of the policy among student teacher's. This study will focus on perception levels of student teacher's which may be influenced by their demographic factors such as age, gender, qualification, subject area, experience. Therefore, it is essential to examine the relationship between student teacher's perception levels and their demographic factors. The findings of the study will help policymakers to identify the areas where student teacher's need support and training to implement the new policy. It will also help to develop strategies to improve student teacher's perception levels about the NEP 2020 and to ensure its successful implementation. Overall, the study will contribute to the development of a more equitable and inclusive education system in India.

1.4 Title:

Perception of Student teachers on NEP 2020 of self financing teacher training institutions of Darbhanga district

1.5 Statement of problem

To study the perception of student teacher's on NEP 2020 of self financing teacher training institutions of Darbhanga district

1.6 Conceptual definitions:

Teacher training institutions: Educational institutions running B.Ed course that prepares teachers for upper primary (Classes VI-VIII), secondary level (Classes IX-X) and Higher Secondary level (classes XI-XII)

Perception: it is the level of knowledge or understanding of a phenomenon or

problem. It describes a person's cognitive capacity to recognize, understand, and evaluate an occurrence.

(International dictionary of education)

NEP (2020): National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems. (Ministry of Education, Government of India)

Student-teacher: A college or university student who teaches school under the supervision of an experienced teacher as a requirement for a degree in education.

(https://www.collinsdictionary.com/)

1.7 Operational Definitions:

Teacher training institutions: institutions running two year B.Ed (General) course, which is provided by Lalit Narayan Mithila University, Darbhanga.

Perception: In the current study Perception indicates the items that were given to test the basic knowledge of the candidates on the major recommendations of the policy.

NEP (2020): The document released by the government as National Educational Policy draft 2019 and in NEP 2020 will be taken as NEP 2020 in the study under discussion as all the questionnaire will be constructed using these documents only.

Student-teacher: Student-teachers who are undergoing two year regular B.Ed

(General) course, in B.Ed college affiliated to Lalit Narayan Mithila University, Darbhanga.

1.8 Objectives of the study:

- To assess the level of perception among Student-teachers regarding NEP 2020.
- To analyze the variations in perception levels among student-teachers of first year and second year B.Ed course.
- To identify the key factors influencing the perception of NEP 2020 among student-teachers.
- To examine the sources and channels through which student-teachers acquire information about NEP 2020.
- To explore the perceptions and attitudes of student-teachers towards NEP 2020.
- To provide recommendations and suggestions for enhancing NEP 2020 perception among students.

1.9 Hypothesis

- Null Hypothesis (H0): There is no significant difference in the perception of NEP 2020 among first year and second year Student-teachers of B.Ed course.
- Alternate Hypothesis (Ha): There is a significant difference in the perception of NEP 2020 among first year and second year Student-teachers of B.Ed course.

  The research aims to test whether there is a significant difference in the level of perception of NEP 2020 across different student-teacher groups. The null hypothesis assumes that there is no difference, while the alternate hypothesis suggests that there is a difference in the perception levels. By collecting data and analyzing the responses of students from each group, the research seeks to determine whether the observed differences in perception are statistically significant.

1.10 Methodology Of The Research:

Method of the research:

In the present study a descriptive survey method will be employed. Survey will be conducted to study the Perception of NEP (2020) in student-teachers of self financing teacher training institutions of Darbhanga district. The researcher will use both Quantitative and Qualitative method for data collection. Quantitative method will be employed by conducting a survey to study the perception of NEP (2020) in self financing teacher training institutions of Darbhanga district and use Qualitative method by conducting interviews to explore participant's perceptions, experiences, and suggestions regarding NEP 2020.

i. Population and sample:

1. Population

For this research, all the students who have enrolled in two year B.ED (regular) course affiliated to Lalit Narayan Mithila University will be the population.

2. Sample

The present study will be conducted on student teachers drawn from 25 self financing teacher training institutions from Darbhanga district which are affiliated to Lalit Narayan Mithila University. A total of 600 students will be selected randomly for administering the tool and data collection from self financed teacher training institutions of Darbhanga district.

iii Tools for data collection:

The researcher will be using the following tools for data collection in the present study:

- **Questionnaire:** A structured questionnaire will be administered to gather quantitative data on the perception levels of students. The questionnaire will include multiple-choice questions and Likert scale items to assess knowledge of NEP 2020 provisions, sources of information, and attitudes towards the

policy.

- **Interviews:** Semi-structured interviews will be conducted with a subset of participants to gather qualitative data. The interviews will explore participants' perceptions, experiences, and suggestions regarding NEP 2020.

1.11 Statistical technique

In present research, the researcher will use the following statistical tool:

Mean, percentage, Chi-square test.

1.12 Scope, Limitations & delimitations:

i. Scope:

1. The present investigation aims to find the perception of New Education policy (2020) among student teachers of self financing teacher training institutions of Darbhanga district. It will help teacher educators, principals, administrators, and policymakers. The scope of the research will include all the student teachers of self financing teacher training institutions of Darbhanga district.
2. The results of the research will be applicable for the student teachers of self financing teacher training institutions.

ii. Limitation

The results of the present study will depend on the responses given by the students to the data collection tools.

iii. Delimitations:

The study is restricted to student teachers of self financing teacher training institutions in Darbhanga District only. The present study was limited to self financing teacher training institutions only. Teacher training institutions offering two year B.Ed degree will be considered. The study will include only those aspects of NEP (2020) which will be covered by using the data collection tools.

1.13 Significance of the Study:

The newly framed NEP will be significant to academic institutes as it will help in coming up with a curriculum reform in the form of change in Syllabus as per the requirements of the student community involving a holistic approach towards presenting learning in a completely revamp manner. There will be a rampant change in the evaluation system too from the traditional root learning-based examinations to modern skill based conceptual examinations. The NEP will be significant for the most important stakeholder i.e., the student community as an ample amount of change has been brought not just in teaching or examinations but also in the presentation and evaluation of teaching methodologies where in importance is been given towards the conceptual development of students and thereby making them job ready and face the world in competitive manner. The NEP will be significant for student teachers as a stakeholder too as serious measures have been brought down for improving the quality of education which is an essential requirement to face the competition from across the globe they need to be prepared in the right direction and for that counseling of student teachers as a stakeholder is must. This NEP is here to stay and will prove beneficial only when it proves equally sufficient for all the stakeholders at large.

1.14 Chapterization:

The research report will consist of following five chapters:

Chapter I: Introduction

Chapter II: Review of Related Literature

Chapter III: Research Methodology

Chapter IV: Analysis and Interpretation of Data

Chapter V: Summary and Conclusions

1.15 Timetable:

Sr. No.	Details	Duration
1.	Preparing Proposal and Presentation	2 months
2.	Review of related literature	2 months
3.	Tool development	3 months
4.	Data collection	4 months
5.	Analysis and interpretation of data	4 months
6.	Final drafting of the research report	4 months
7.	Printing and binding of Research Report	3 months
8.	Submission of Research Report	2 month

1.16 Budget of Research:

Sr. no.	Expenses	Cost
1	Field work	5,000
2	Printing	5,000
3	Xerox	2,000
4	Development of tools	5,000
5	Typing	3,000
6	Contingency	5,000
	Total expenses	**25,000**

References

1. Bele, D. M. (2023). National Education Policy 2020: Challenges & Opportunities in Higher Education in India. International Journal of Humanities Social Science and Management (IJHSSM) Volume 3(1), Jan.-Feb. 2023, pp: 205-207 www.ijhssm.org
2. Chakraborty, D. B. (13 January 2022.). The Role Of Ict In Achieving Goals Of National Education Policy – 2020. Research Gate ISBN : 978-81-952651-0-7 , 9-21.
3. Mahanta, B. (2023). Recommendations and Challenges of Teacher Education in NEP- 2020. Journal of Emerging Technologies and Innovative Research, vol 10(5) ISSN-2349-5162 pp 88-92 www.jetir.org
4. Pankaj Thakur, D. L. (23 February 2023). Nep 2020 Of India Opportunities And Challenges Ahead. Research Gate , 68-76.
5. Rani, D. R. (2022). National Education Policy-2020: Issues and Challenges. Journal of Research in Humanities and Social Science Volume 10 ~ Issue 2 (2022) pp: 06-09 ISSN(Online):2321-9467 , 06- Reddy, P.N (2021). National Education Policy 2020 - Challenges and Opportunities on the Educational System. International Journal of Science and Research, Volume 10(11) ISSN: 2319-7064 Pp 927-930 www.ijsr.net
6. Sharma, S., Kumar,T. (2022). Problems and Opportunities in Teacher Education in context of National Education Policy, 2020. International Journal for Research Trends and Innovation, vol 7(7) ISSN: 2456-3315 pp 1504-1508 www.ijrti.org
7. Soni, R. (2022). Challenges And Issues In National Education Policy 2020. International Research Journal of Modernization in Engineering Technology and Science Volume:04/Issue:03/March-2022 e-ISSN: 2582-5208 www.irjmets.com , 2026-2031.
8. Smitha, S. (2020). National Education Policy (Nep) 2020 - Opportunities And Challenges In Teacher Education. International Journal of Management, vol 11(11) ISSN 0976-6510 pp 1881-1886 http://iaeme.com
9. Sonwa, P. (2021). National Education Policy -2020 And Higher Education. International Journal of Education, Modern Management, Applied Science & Social Science, vol 3(1) ISSN: 2581-9925 pp.55-59
10. Dr. Bhushan Patwardhan, Vice-Chairman, University Grants Commission (UGC), India,

"National Education Policy 2020: What Does It Mean for Higher Education"

11. Dr. Jitendra K. Das, Director of FORE School of Management, "National Education Policy 2020: Challenges and Opportunities".
12. Dr. Ramesh Pokhriyal 'Nishank', Minister of Education, Government of India, "National Education Policy 2020: A Paradigm Shift in Indian Education".
13. Jagran Josh Article, "National Education Policy 2020: Key Highlights and Reforms".
14. Ministry of Education, Government of India, "Understanding the National Education Policy 2020".
15. Aithal P.S & Shubhrajyotsna Aithal (July 2020). Analysis of the Indian National Education policy 2020 towards Achieving its objectives, International Journal of Management, Technology, and Social Sciences (IJMTS), 5(2), 19-41. (2020). ISSN: 2581-6012.
16. Aithal P.S, (2019). "Analysis of Higher Education in Indian National Educational Policy Proposal 2019 and its Implementation Challenges." International Journal of Applied Engineering and Management Letters, Vol. 3, No 2, 2019, pp. 1-35.

Websites:

https://www.aicte-india.org/sites/default/files/nep2020.pdf

https://niepid.nic.in/nep_2020.pdf

https://www.education.gov.in/sites/upload_files/mhrd/files/nep_achievement.pdf

https://www.ugc.gov.in/pdfnews/5294663_Salient-Featuresofnep-Eng-merged.pdf